

## Child Growth and Development

### PROCEDURE

The student *will* submit the competency certificate to the Community College Early Childhood Department or designated representative for enrollment and placement during the admission process. To officially obtain advanced standing status, the student must be admitted to one of the colleges and enrolled in an Early Childhood program of study within one academic year of graduation from high school, the student must receive a minimum of an 80% in the equivalent high school course(s), and the student must have the signed certificate from the high school. Transferability of this course to a four-year institution will be determined by the receiving institution.

### ARTICULATION AGREEMENT FOR ECE 170 CHILD GROWTH & DEVELOPMENT

The student has satisfactorily completed the following competencies and artifact requirements:

1. Compare and contrast the major theories of development.
2. Identify characteristics of effective research.
3. Recognize a range of typical and atypical skills and behaviors in each developmental domain.
4. Identify developmental milestones from conception to adolescence and understand that growth, development and learning are progressive.
5. Describe experiences linked to children's ages and individual strengths, interests and needs that support learning and development.
6. Discuss strategies used to identify family structures, routines, preferences and unique positive aspects of each family.
7. Explain the influences of family, culture, community and bias on children's development.
8. Describe how exceptionalities influence children and families.
9. Analyze development using assessment techniques.

**Portfolio Artifacts:** All students will be expected to present artifacts from this course that they deem suitable for a cumulative professional portfolio. The artifacts will serve as evidence of the students' understanding of the Early Childhood Standards as outlined by NAEYC and INTASC, FCS National Standards and FCCLA National Programs. (Attached) The artifacts and reflective captions document each student's knowledge, skills, and dispositions as reflected in learning opportunities completed in this course.

**Performance Level:** A performance level of 80% is recommended.

**Timeline to Articulate:** Enrollment in an applicable postsecondary program must occur within one academic year of graduation from high school.

**Secondary Procedure:** The secondary Family and Consumer Sciences instructors shall complete and sign the certificate as well as obtain the principal's signature.

**Postsecondary Procedure:** The student must submit the certificate to the postsecondary program department or an enrollment officer during the admission process.

**Transcript Recording:** Time of certificate recording on transcript will depend on the established policy of the receiving institution.

**Baccalaureate Implications:** Transferability of these competencies to a four-year degree will be determined by the receiving institution.

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### Student Outcomes/Competencies: ECE 170 Child Growth and Development

The following grid is a comparison between the National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation and Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. This grid is expanded from the grid used in "Preparing Early Childhood Professionals; NAEYC's Standards for Associate Degree Programs". The standards addressed in the course are identified with an "X". In addition, the competencies have been cross-walked with the Family and Consumer Sciences (FCS) National Standards and FCCLA\*.

NAEYC Standards for Professional Preparation of Students at the Associate Degree Level	NAEYC Standards Addressed	INTASC Standards	FCS National Standards	FCCLA Integration Through STAR Events**
Promoting Child Development and Learning				
1a: Knowing and understanding young children’s characteristics and needs	X	2K; 5K; 7K	Standard 4	Focus on Children***
1b: Knowing and understanding the multiple influences on development and learning	X	2K; 3K/D;	Standard 4	Focus on Children***
		5K; 7K	Standard 4	Focus on Children***
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments		2 D/ P; 3 P	Standard 4	Focus on Children***
		5 K/ D/P;	Standard 4	Focus on Children***
		7 K/ D/ P	Standard 4	Focus on Children***
Building Family and Community Relationships				
2a: Knowing about and understanding family characteristics	X	3 K; 10K	Standard 6	Focus on Children***
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	X	3 D /P; 7 K/D/P	Standard 6	Focus on Children***
		10 D/P	Standard 6	Focus on Children***
2c: Involving families and communities in their children’s development and learning		3 P; 7 K/D/P	Standard 6	Focus on Children***
		10 D/P	Standard 6	Focus on Children***
Observing, Documenting and Assessing to Support Young Children and Families				
3a: Understanding the goals, benefits and uses of assessment	X	5 K; 7K; 8 K	Standard 4	Teach & Train***
3b: Knowing about and using observation, documentation and other appropriate assessment tools	X	5 D/P; 7 K/D/P	Standard 4	Teach & Train***
		8 K/D/P	Standard 4	Teach & Train***
3c: Understanding and practicing responsible assessment		5 D/P; 7 D/P;	Standard 4	Teach & Train***
		8 K/D/P	Standard 4	Teach & Train***
3d: Knowing about assessment partnerships with families and other professionals		5 K; 7 K/D; 8 D	Standard 4	Teach & Train***

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<i>Teaching and Learning</i>				
4a: Connecting with children and families	X	6 K/D/P; 7 K/D/ P;	Standard 4, 6,12	Focus on Children***
		10 K/D/ P	Standard 4,6,12	Focus on Children***
4b: Using developmentally effective approaches		1 D/P; 2 K/D/P;	Standard 4,6,12	Focus on Children***
		3 D/P; 4/K/D/P;	Standard 4,6,12	Focus on Children***
		5/K/D/P; 6/K/D/P;	Standard 4,6,12	Focus on Children***
		7/K/D/P	Standard 4,6,12	Focus on Children***
4c: Understanding content knowledge in early education	X	1 K/D	Standard 4	Focus on Children***
4d: Building meaningful curriculum		1 K/D/P; 2/K/D/P;	Standard 4	Focus on Children***
		4 K/D/P; 5K/D/P;	Standard 4	Focus on Children***
		7 K/D/P	Standard 4	Focus on Children***
<i>Becoming a Professional</i>				
5a: Identifying and involving oneself with the early childhood field	X	9 K/P; 10 D/P	Standard 4	Focus on Children***
5b: Knowing about and upholding ethical standards and other professional guidelines	X	9 K/D/P; 10 K/D/P	Standard 4	Focus on Children***
5c: Engaging in continuous, collaborative learning to inform practice		9 K/D/P; 10 K/D/P	Standard 4	Focus on Children***
5d: Integrating knowledgeable, critical and reflective perspectives on early education	X	9 K/D/P; 10 D/P	Standard 4	Focus on Children***
5e: Engaging in informed advocacy for children and the profession		9 D/P; 10D/P	Standard 4	Focus on Children***
K = Knowledge; D = Dispositions; P = Performance				
*Family, Career and Community Leaders of America, Inc.® (FCCLA) is a nonprofit national career and technical student leadership organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12.				
<b>**STAR Events</b> (Students <b>T</b> aking <b>A</b> ction with <b>R</b> ecognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skills, and career preparation.				
***Additional integration may take place in these additional STAR Events: Teach & Train; Entrepreneurship; Career Investigation; Illustrated Talk; Chapter Showcase, Applied Technology, Job Interview, Chapter Service and National Programs in Action (Families First) when a specific child growth and development topic is being researched.				